

5. BUILDING STAFF CAPACITY

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5. BUILDING STAFF CAPACITY

INTRODUCTION

States and local areas implementing One-Stop systems usually develop staff capacity as part of a larger organizational capacity-building effort. Emulating total quality management approaches initiated in the private sector, One-Stop states and local sites have identified staff capacity-building as part of an organizational strategy to improve overall productivity, motivate career center staff to deliver high-quality services, and create an ongoing commitment to innovation and system improvement. Viewed from this perspective, staff training is an integral part of a larger human resource investment strategy designed to transform workforce service delivery systems into “high performance” organizations that strive continuously to improve service quality and customer satisfaction.

Most states and local areas also find that staff training is essential to support several specific elements of One-Stop system change, as described below:

- Team-building training is often required to meld staff from a number of different partner agencies—each with its own identity, work culture, program rules, and job expectations—into a functioning One-Stop career center system with a shared customer-service approach and seamless services.
- One-Stop staff often need training in computer literacy and specific computer skills, because One-Stop service designs emphasize the use of up-to-date information technologies to deliver customer services and support internal management functions.
- Staff often require training to move from narrow program-based job functions to the delivery of broader service functions that receive funding from a variety of program-based funding streams.

Because One-Stop systems change requires that individuals at all organizational levels develop new skills, states and local areas need to involve not only direct service delivery staff but also policy board members, system administrators, managers, and technical support staff in training to support improved One-Stop operations. For example, policy board members often need training in team processes, conflict resolution, and designing integrated service systems. One-Stop managers often need

training to enhance their skills in team building, consensus management, marketing, design and maintenance of integrated information systems, and performance management. Direct service delivery staff often need training in assessment, counseling, and case management procedures appropriate to delivery of integrated workforce development services; as well as in communication and teamwork skills; overall computer skills; and use of technology-based information systems.

In this chapter of the Practitioner's Guide, we describe different strategies that can be used to further the following goals:

- Provide effective state leadership for capacity-building.
- Prepare One-Stop staff to work together in a high-performance work organization.
- Familiarize staff with all the programs and services available to One-Stop customers.
- Prepare direct service delivery staff to provide integrated workforce development services.
- Train managers in the new skills they need to be effective in a One-Stop setting.

GOALS AND STRATEGIES TO BUILD THE CAPACITY OF ONE-STOP STAFF

GOAL 1. PROVIDE EFFECTIVE STATE LEADERSHIP FOR CAPACITY-BUILDING

States can play a number of different leadership roles in One-Stop capacity-building. The particular role chosen by a given state often depends upon the availability of state and local personnel with capacity-building expertise, the level of resources available for state and local capacity-building initiatives, and the identified staff training needs at both the state and local levels.

Most states find it useful to convene a capacity-building work group or committee to guide One-Stop capacity-building efforts. State-level capacity-building work groups usually represent a number of different state and local agencies involved in One-Stop implementation. Since staff job descriptions and work tasks are sometimes affected by One-Stop capacity-building efforts, capacity-building work groups may also coordinate closely with labor unions that represent staff at state and local sites.

States embarking on One-Stop implementation may delegate the responsibility for overseeing capacity-building efforts to a variety of different organizational entities, including the following:

- The human resources unit or a training unit within the lead One-Stop state agency.
- An existing non-profit training institute that is experienced in delivering training to state and local workforce development staff.
- The state project staff responsible for overall One-Stop system-building.

In arranging for the delivery of One-Stop-related training, these administrative units may call on a variety of different service providers including (1) existing staff from workforce development training institutes or state agency training divisions, 2) state One-Stop planning team members, 3) formal or informal “peer trainers” including staff from state partner agencies or local One-Stop career centers, and 4) outside trainers whose services are available for a fee, including individual consultants or employees of public or private education and training institutions.

During the early stages of One-Stop implementation, states often face the dual pressures of developing an on-going capacity-building system and responding to the immediate capacity-building needs of first-year implementation sites. Although states are typically interested in developing an ongoing capacity-building structure for their newly integrated workforce development system, local sites often need immediate capacity-building assistance with the early stages of partnership building and system transformation.

In the remainder of this section, we describe some of the different leadership roles that states can play in guiding One-Stop capacity-building efforts, including (1) responding to immediate local capacity-building needs on an as-needed basis; (2) identifying needed skills, assessing skills gaps, and developing long-range state-wide capacity-building plans; and (3) encouraging and supporting local capacity-building initiatives.

Strategy 1. Respond to Immediate Local Needs With Just-in-Time Training and Individualized Technical Assistance

To address the immediate capacity-building needs of local sites, states need to be able to respond to early organizational difficulties in partnership formation and help address the most pressing skills gaps among managers and direct service staff.

Approaches that states can use to assist local sites with their immediate training needs include the following:

- *Providing basic orientations for all state staff involved in One-Stop projects on a regional or statewide basis.* In early capacity-building sessions, most states begin “at the beginning,” with a discussion of the state’s vision for its One-Stop system. A second topic often covered in early training sessions consists of training for organizational change.
- *Designating one or more state staff as local site “liaisons,” assigned to interact with local sites on an ongoing basis about their implementation progress.* One of the important functions of local site liaisons is to alert the state-level capacity-building team if a local One-Stop site needs immediate training assistance to overcome an important implementation barrier or problem.
- *Having members of the state One-Stop project team serve as de facto facilitators* who are available to conduct local team-building exercises, provide training in conflict management, and assist in resolving problems that arise in the formation of local partnerships.
- *Using existing training materials* to support first year team-building and quality-related efforts, such as materials developed by *Simply Better*, *Quest for Quality*, and *Q-Step*.
- *Contracting with appropriate public and private training providers* or assisting local sites to identify their own training providers to respond to urgent training needs.

Some states, not wanting to overwhelm local sites with excessive training during the first year—particularly on complex organizational subjects such as team building, addressing organizational change, and training in continuous quality improvement strategies and collective decision making—have extended their schedule for training on basic One-Stop skills over several years.

Examples of Responding to Immediate Local Training Needs With Training and Individualized Technical Assistance

Example #1—Providing Early Training on the State’s One-Stop Vision.

At the time of the state’s initial initiative to promote consolidation of services across JTPA and ES/UI partners, Indiana state staff provided

training designed to achieve a common understanding of the One-Stop initiative as well as about the details of different programs operating within a local career center setting. **State of Indiana**

Example #2—Funding State Liaisons to Assist Local Areas.

In Wisconsin, state One-Stop liaisons work with local implementation areas to identify One-Stop implementation problems and provide technical assistance resources. Information on training needs obtained by the local liaisons also flows to the One-Stop project team. **State of Wisconsin**

Example #3—Providing Regional Capacity-Building Forums and Ad Hoc Technical Assistance to Individual Local Areas.

During the first year of One-Stop implementation, the state's One-Stop program manager, together with other members of the state One-Stop project team, assisted local One-Stop staff with team-building challenges. Described as "putting out brush fires", team members would often conduct day-long meetings with key local agency representatives to find ways to overcome obstacles to cooperation. Regional capacity-building forums also took place early on to discuss such basic themes as managing the change process and customer satisfaction. **State of Texas**

Example #4—Targeting Members of One-Stop Policy Boards for Early Capacity-Building Assistance.

In Ohio, the state's human resources work team determined that developing the capacities of all partners and staff within each participating organization was a task that would span a number of years. During the first year of One-Stop implementation, the human resources work team decided to begin immediate training for the staff of policy boards and administrative entities responsible for overseeing One-Stop systems. Topics covered included understanding the One-Stop concept, developing a common vocabulary across One-Stop partner agencies, determining the roles of different agencies, problem solving, communications skills, reaching consensus, and strategic planning. **State of Ohio**

Strategy 2. Assess Staff Training Needs and Develop a Long-Term Capacity-Building Plan

To develop ongoing capacity-building systems, states often identify long-term training needs and goals, review existing training resources and curricula, and set aside system-building resources to fill some of the gaps in a way that will meet the training needs of multiple agencies whose staff are working within the One-Stop setting. Identifying the capacity-building needs of One-Stop staff employed by variety of different partner agencies is a critical first step in developing a long-term capacity building plan to support One-Stop system operations over time. Approaches that states have used to help assess training needs include the following:

- Using pilot- or early-implementation sites to inform the state about capacity building needs to be addressed in the rest of the state.
- Conducting written surveys of agency staff in sample sites or throughout the state.
- Developing an automated needs assessment tool that can be completed by staff interested in developing individual training plans.

To address the training needs identified as a result of these assessments, a number of states have developed long-term training plans. In some states, plans to implement these long-term training plans are organized and initiated at the state level; in other states, local sites are encouraged by the state to develop locally tailored responses to the identified training needs.

Examples of Assessing Staff Needs and Developing Long-Range Capacity-Building Plans

Example #1—Using a Written Survey to Assess the Training Needs of Direct Service Staff and Managers. In 1993, the state of Minnesota undertook a survey of ES and UI staff to determine staff development needs. All managers, supervisors, and “lead workers” and 25% of all other staff in the division were included in this survey. Responses indicated that staff needed more program-based training and that staff wanted training to be a regular and on-going activity that would help employees develop and diversify their job skills. A labor-management team was also established at

the state level to assist in establishing an effective training model. As a follow-up to this initial survey, the state director of training for the lead One-Stop agency conducted an “integrated needs assessment” of all One-Stop partners. This resulted in the expansion of the capacity-building program to include all agency partners, with one set of training activities and materials devoted to the training needs of direct service staff and another set designed for supervisors and agency managers. **State of Minnesota**

Example #2—Developing an Automated Skills Assessment Tool to Measure the Competencies Needed in the One-Stop Setting. In Wisconsin, the state’s One-Stop capacity-building team conducted surveys to identify key competencies needed by local staff from a variety of partner agencies. The skills assessment was designed to identify workplace competencies that local site staff would need for their sites to achieve the state’s One-Stop “process standards.” An automated needs assessment tool was developed for use by over 2,000 local One-Stop staff statewide. Results from the first round of skills assessments of center staff were used to develop a broad menu of training options from which local staff can select training to support the mastery of specific competencies. **State of Wisconsin**

Example #3—Assessing the Needs of Supervisory Staff. The state of Connecticut’s capacity-building committee conducted a “leadership survey” to determine the quality of staff supervisory skills. Front line staff were asked to rate their supervisors on key leadership qualities, supervisors completed a self-assessment of their level of comfort with particular tasks, and managers were asked to assess the skills of supervisors. The results of the surveys were used to assess the need for training to strengthen supervisors’ and managers’ skills. One training need identified as a result of the assessment was the need for training in the skills needed to market One-Stop systems, including the skills needed to develop brochures and newsletters. **State of Connecticut**

Example #4—Assessing Technology Training Needs Using In-Depth

Surveys. To measure local technology training needs, the state-level capacity-building committee in Iowa developed an in-depth survey for state and local One-Stop staff. The responses to these surveys revealed that staff at each of the local core partner agencies required immediate training in the use of basic technology (e.g., computer literacy, word processing, and spread sheet applications) as well as training in how to use technology-based customer products. To test a planned systemwide response, one local site was used to pilot the delivery of ten hours of technology training for all center staff. **State of Iowa**

Example #5—Planning a State-Level Multi-Phased Capacity-Building

Project. Early training efforts in Indiana were designed to train the staffs of ES, UI, JTPA, and VETS about the details of the different programs operating within local career center settings. More recent waves of training have focused on cross-training for front-line staff as well as on training all staff to use the new automated technology-based systems and products.

State of Indiana

Strategy 3. Encourage and Support Local Capacity-Building Efforts

Some states provide overall state guidance and financial support for capacity building but delegate the selection of providers and the development and delivery of specific training curricula to individual regions or local sites. Specific state approaches that can be used to support local capacity-building activities include the following:

- Requiring local One-Stop centers to describe staff training needs and indicate how these needs will be met.
- Giving regional boards the primary responsibility to assess local training needs and develop training responses.
- Creating opportunities for peer-to-peer information-sharing among One-Stop staff from different local areas at state-sponsored problem-solving conferences.

- Reserving funds from One-Stop implementation grants to support local capacity-building initiatives or encouraging local sites to use One-Stop implementation funds for this purpose.
- Teaching local One-Stop staff how to develop workshops, conduct training sessions, and use peer-to-peer training and shadowing techniques, so that they can provide their own training at times and in locations that are accessible to local One-Stop staff.
- Developing “self-study” training guides that One-Stop staff can use on-site during free moments. One state developed a self-study training module for job counselors who work in the center’s information resource center. The training module calls for staff to “shadow” experienced counselors as part of the training.

Examples of Encouraging Local Capacity-Building Efforts

Example #1—Supporting Innovation by Local Career Center Operators with State Technical Assistance and Support. In Massachusetts, the state wants to support local innovations in the design and delivery of services to job-seeker and employer customers. Thus, the state tries to avoid being too prescriptive about training goals, although it offers ongoing technical assistance and support to staff from local career centers and regional employment boards. Staff from regional employment boards are also expected to play an active role in attending to the training needs of staff at local career centers. **State of Massachusetts**

Example #2—Encouraging Peer-to-Peer Training. Wisconsin has developed a “train the trainer” approach. Local sites may designate representatives to attend initial state training sessions. Training graduates are then expected to train their local One-Stop peers. The state’s intention is to encourage the development of networks of peer-led training sessions with involvement by local direct service staff. The state also encourages local staff to adopt best practices used elsewhere in the state and the country. **State of Wisconsin**

GOAL 2. PREPARE ONE-STOP STAFF TO WORK TOGETHER IN A TRANSFORMED ORGANIZATION DRIVEN BY CUSTOMER NEEDS

An initial capacity-building priority for most states and local sites is to prepare policy makers, managers, and staff to work within a system driven by customer needs rather than program-based goals. A number of states and local areas are attempting to increase the customer focus of workforce development systems by reorganizing One-Stop systems around the principles of total quality management, team building, and continuous improvement. Staff training can help support the transformation of workforce development systems into customer-driven systems by teaching skills that help managers and staff (1) function effectively within a “high performance” organization and (2) cope with the stresses created by organizational change.

Strategy 1. Train One-Stop Managers and Staff in the Skills Needed in a High-Performance Workplace

Training activities designed to support an increased customer focus often cover the following topics and skill areas:

- How to listen to and communicate effectively with customers.
- How to develop interagency teams, so that staff employed by different agencies feel that they are part of a shared One-Stop enterprise.
- How to think “out of the box” to design innovative and creative solutions to customers’ problems.
- How to negotiate and find “win-win” solutions to organizational problems.
- How to plan for continuous improvement.

States and local sites can use a number of different training approaches to help One-Stop staff and managers develop the skills they need to support the delivery of customer-focused services, including the following:

- Informing staff about the increased customer focus of One-Stop services.
- Teaching One-Stop staff technical skills in a team setting to help develop a sense of camaraderie and team spirit.
- Providing explicit “team-building training,” the content of which deals directly with the team-building process, communication skills, and participatory decision making.

- Practicing listening, communication, and problem-solving skills in the context of working with One-Stop team members, serving individuals, and serving employer customers.

Ideally, capacity-building to prepare staff and managers to function within high-performance workplaces should progress gradually from level to level to include an understanding of the concepts associated with total quality management, as well as an opportunity to observe and analyze the use of these skills in an applied context, followed by opportunities to practice high-performance skills in both simulated and actual One-Stop service delivery settings.

Examples of Providing Training in High-Performance Workplace Skills

Example #1—Imbedding Practice in High-Performance Skills Into the One-Stop Work Process. Staff of the FutureWorks Career Center in Springfield, Massachusetts are well-versed in the paradigm of the high-performance workplace. One opportunity for staff to develop and maintain high-performance skills is participation on the “No Excuses” team. This cross-functional team of six staff is responsible for ensuring that the organization maintains a customer focus by designing mechanisms for customer feedback and using customer feedback to inform a continuous improvement process. Membership in the “No-Excuses” team rotates over time. **Springfield, Massachusetts**

Example #2—Providing State-Sponsored Training on Basic Communication Skills. In Connecticut, state-initiated training began with several “basic skills” modules designed to improve the quality of customer service. Sessions were designed to (1) enhance basic communications skills and encourage active listening and problem-solving on the part of staff, (2) help staff practice providing high-quality customer services in a simulated One-Stop service environment, and (3) improve the skills of staff in serving One-Stop customers over the telephone. In these basic skills training sessions, staff from different agencies were encouraged to work

together. Trainees were presented with a variety of customer service scenarios and used role-playing techniques to respond to these scenarios.

State of Connecticut

Example #3—Developing a Long-Term Training Plan to Address Organizational Change Issues. In Iowa, the state capacity-building committee identified training in “systems change” as a high priority. State capacity-building staff recognized that addressing organizational change issues and training One-Stop staff to use continuous quality improvement, team building, and collective decision-making skills would be a long-term project. The state decided to move slowly and steadily on organizational training issues. During the first implementation grant year, state staff started to encourage a One-Stop team identity by providing training on less controversial topics—such as technology skills—to local One-Stop staff in an interagency setting. **State of Iowa.**

Example #4—Providing Total Quality Management Training to Staff As Part of a Workforce Excellence Initiative. The Minnesota Department of Economic Security, through its Office of Quality Resources, joined forces with the state JTPA Association to launch a “Workforce Excellence Initiative” funded in large part by a foundation grant. The objectives of this initiative included (1) creating “model partnerships” among federal, state, local, and private organizations and (2) promoting customer satisfaction and continuous improvement based on total quality management criteria. Workforce Excellence training was planned for groups of approximately 100 staff at a time. **State of Minnesota**

Strategy 2. Provide Training to Help Staff Adjust to Organizational Changes

Planning for widespread change in agency identities, job descriptions, physical work sites, customer services, and accountability mechanisms can arouse deep-seated fears among the staff of the agencies participating in the One-Stop initiative. Staff become concerned about the long-term future of their agencies, the adequacy of their current work skills, and their individual job security. Thus, in addition to giving One-

Stop staff a positive vision of the customer-oriented services, capacity-building efforts are often oriented to help staff adjust to the stresses associated with organizational change.

Training topics that states and local One-Stop partners might want to consider addressing to help staff and managers deal with their fears about organizational change include the following:

- How to manage organizational change.
- How to resolve conflict.
- How to respect diversity, both among partner agencies and among customers.

Training delivery designs that may be useful in increasing staff capacity to deal constructively with organizational change include the following:

- Acknowledging the reality of organizational tensions head on and discussing staff and management concerns about One-Stop system integration.
- Teaching managers and staff about the psychology of the individual and organizational responses to change and techniques to “manage the change process.”
- Providing opportunities for staff from different programs to become acquainted with the details of the other agencies and programs involved in the One-Stop partnership.
- Providing a state or third-party facilitator to assist in resolving interagency tensions at the local level as part of “hands-on” training in conflict resolution skills.
- Encouraging local One-Stop partners to hold a retreat or a series of planning sessions *prior* to opening a One-Stop center, so team-building experiences can help dispel concerns about “turf issues” before staff have to deal with the pressures of serving customers in a shared physical facility.

Examples of Training Staff to Cope with the Stresses of Organizational Change

Example #1—Emphasizing Cross-Training and First-Hand Knowledge of Partner Programs. Although the agencies responsible for JTPA, ES, and Vocational Rehabilitation had been co-located since 1991, organizational change became particularly stressful after December, 1994, when staff perceived that the three agencies were “thrown together” to formulate a proposal for the integration of One-Stop services. Opportunities for staff to obtain first-hand knowledge of partner programs and first-hand contact with staff from partner agencies through working on various One-Stop operations committees were extremely helpful in assuaging staff fears. As a result of the strong emphasis on cross-training and coordination of activities across agency partners, staff identification with the center as a whole increased and identification with individual partner agencies decreased. **Blaine, Minnesota**

Example #2—Acknowledging Organizational Tensions Head-On. Because the state has a strong tradition of unionization, Connecticut has had to address concerns that have arisen as a result of efforts to redefine the job responsibilities of One-Stop staff. A 16-member state-level “cross-training committee” is composed of equal numbers of union and management representatives. Bi-monthly meetings keep union members informed about the state reorganization, and address union concerns about salaries, job performance, and job security issues. The committee also keeps staff informed about how organizational changes will affect their job descriptions and work responsibilities. The open flow of information about organizational concerns has made the change process less traumatic for One-Stop staff than it might otherwise have been. **State of Connecticut**

Example 3—Using Diversity Training to Increase Staff Tolerance for Different Organizational Cultures. Respondents at the One-Stop center in Lake Jackson, Texas indicated that attendance at an off-site training session that used an “off the shelf” diversity training package titled *Across Borders*

increased the ability of One-Stop staff to understand different organizational cultures and communicate more effectively across agency lines. Staff also praised a training module on change management prepared by the Harris County Private Industry Council, another of the agencies participating in the regional One-Stop partnership. **Lake Jackson, Texas**

GOAL 3. TRAIN STAFF TO CARRY OUT BROADER JOB FUNCTIONS WITHIN A ONE-STOP SERVICE SETTING

In most sites, the state and local agencies involved in providing One-Stop services have developed a number of coordinated and consolidated service delivery arrangements to make services funded by different programs “seamless” from the perspective of One-Stop customers. These service delivery arrangements range from coordinated intake, information, and referral procedures (using a “no wrong-door” approach) to consolidated delivery systems for selected core and enhanced customer services. Whatever level of service integration is undertaken, staff capacity-building activities are often needed to make sure that staff are prepared to provide redesigned services appropriate to the integrated One-Stop service setting.

Strategy 1. Orient Staff to the Full Range Of One-Stop Partners, Programs, and Services

The first capacity-building strategy to ensure that One-Stop staff are prepared to deliver high-quality seamless One-Stop services is to train staff from all agencies to be knowledgeable about other partners’ programs so that accurate program information can be shared and appropriate client referrals made. This is particularly important in sites that use the “no wrong door approach” with dispersed physical service locations or sites that have partners co-located at the center only on a part-time basis.

Training to make staff knowledgeable about the full range of One-Stop partners and services can take a variety of different forms, including the following:

- Formal or informal peer-to-peer training by staff from different agencies and programs within the One-Stop center, e.g., through weekly “seminars” to inform staff about other program area services.

- The preparation and distribution of written descriptions of the services, eligibility requirements, and other features of different categorical programs.
- The formation of interagency work groups within which staff from different programs can discuss opportunities for and barriers to service consolidation.

Examples of Orienting Staff to the Full Range of Partners and Programs

Example #1—Sharing Information Locally Through Staff Presentations and the Distribution of Written Materials.

The Wood County Employment Resource Center sponsored a training workshop for staff from all agencies participating in the local One-Stop system. At the workshop, a representative from each partner agency made an oral presentation and provided all attendees with written information about the agency, the services it provides, and program eligibility criteria. The session was considered to be highly successful by all partners because it improved their ability to make appropriate referrals. **Bowling Green, Ohio**

Example #2—Identifying Job Shadowing and User-Friendly Program Primers as Potential Capacity-Building Activities. Although they had not yet implemented specific mechanisms to share information about programs across different agencies, One-Stop planners in the state of Maryland were considering several different activities, including the development of “job shadowing” arrangements among staff from different agencies and the development of user-friendly manuals on the programs operated by different agencies participating in the One-Stop initiative. **State of Maryland**

Example #3—Informing Local Career Center Operators About the Requirements Associated with Different Categorical Programs.

Competitively selected career center operators in Massachusetts had to learn enough about the requirements of different categorical programs to be able to observe individual program regulations while providing services in a totally integrated One-Stop context. The state One-Stop project office, with

the assistance of the state Department of Employment, organized training sessions around the eligibility and reporting requirements for the different categorical programs. In addition, career center staff who were experienced in providing services under a particular categorical program trained other staff in the details of that program. **State of Massachusetts**

Strategy 2. Cross-Train Staff to Take Responsibility for Broader or More Flexible Service Functions

In addition to training all staff to be familiar with the full-range of One-Stop partners, programs, and services, a number of states and local areas have designed cross-training activities to prepare staff to provide a broader or more flexible range of customer services within One-Stop centers.

In some sites, cross-training plans are developed to support a formal reorganization of staff job descriptions and the delivery of a redesigned menu of One-Stop services. Many agencies have already developed cross-training to consolidate the delivery of ES and UI services by staff assigned to an integrated ES/UI services team. Cross-training to merge the ES and UI functions provides a valuable model of how to cross-train other staff to support the delivery of integrated services in a One-Stop setting. However, if a site is already in the process of merging the responsibilities of ES and UI staff, managers may need to be cautious about involving ES and UI staff in cross-training involving additional services and programs, so as to prevent overwhelming staff with new information and responsibilities.

Other state or local One-Stop partners use cross-training to encourage staff to share job responsibilities on a more informal basis. In these sites, cross-training is intended to prepare staff to step in to serve One-Stop customers with information about or assistance with available programs when needed (i.e., when the staff responsible for a given program or service are not available or are busy with other customers). To support broader and more flexible service delivery roles, One-Stop staff need to receive training in a set of generic One-Stop skills that prepare them to assist customers with varied needs who may be eligible for a wide range of programs.

Specific training techniques useful in cross-training usually include both formal instruction and “learning by doing.” For example, cross-training to teach staff to assist customers in a One-Stop resource room might include several of the following activities:

- Formal instruction in resource room tools and procedures.
- In-service training about the special needs of specific customer groups (e.g., training on how to be sensitive to the special needs of customers with disabilities).
- Opportunities to observe an experienced resource room counselor or aide.
- Time to practice assisting customers in the resource room under the supervision of an experienced staff member.
- Rotation of staff assigned to one program through other program areas for a brief period so they can become familiar with the personnel in the other program area and with the program itself.

Participation on a cross-functional or interagency problem-solving team can also be an effective training tool to broaden the skills of One-Stop service delivery staff. Opportunities to work as members of interdisciplinary problem-solving teams enables One-Stop staff to learn a variety of skills from staff with widely differing work histories and formal training.

Examples of Cross-Training One Stop Staff to Take Responsibility for Broader or More Flexible Service Functions

Example #1—State-Initiated Cross-Training. Since the mid 1980’s, Indiana has trained JTPA, ES, UI and VETs staff about the details of the different programs operating within local career centers. More recent waves of training have continued to focus on cross-training front-line staff in generic skills, by providing training on counseling theory, career counseling, and case management. **State of Indiana**

Example #2—Identifying Opportunities for Informal Skills Transfer Across Staff From Different Programs. Staff at the Lawrenceburg, Indiana, Workforce Development Center emphasize informal information

sharing and skills transfer, rather than “learning how to do someone else’s job.” This skills-sharing approach is intended to move staff gradually toward the development of broader skills, in contrast to formal cross-training, which would be required to prepare staff for a new job description.

Lawrenceburg, Indiana

Example #3—Developing Broader Staff Skills by Involving Staff as Members of Cross-Agency Teams. After relocating income maintenance and child-care assistance staff to the One-Stop center, the managers of the Minnesota Workforce Center–Anoka County formed cross-agency teams to design consolidated services for five distinct welfare-to-work programs. To prepare them for this challenging task, staff from multiple agencies underwent several days of team-building training. **Blaine, Minnesota**

GOAL 4. PREPARE STAFF TO PROVIDE INTEGRATED ONE-STOP SERVICES

States and local areas have developed very different approaches to providing seamless services to One-Stop customers. Across all sites, One-Stop centers are committed to making user-friendly information on employment- and training-related topics available to all customers. In addition, a number of sites have re-engineered integrated “front-end” services, such as customer reception, intake and eligibility screening, and orientation. Some One-Stop systems have developed integrated service delivery designs for assessment, case management, the provision of job search assistance, and the delivery of services to employers. In this section, we discuss the different types of training that states and local areas have developed to prepare staff to provide integrated One-Stop services.

Strategy 1. Train Staff to Support the Delivery of Automated Information Services

Most states and local sites have identified two important capacity-building needs that must be addressed before staff can assist customers with One-Stop information services: (1) basic training in computer technology and (2) training in how to assist customers to use the specific information tools and products developed for the One-Stop setting. Some sites have discovered, through an assessment of the skills of local

One-Stop staff, that many or most staff need basic computer skills training. Other sites have found that many staff have a basic familiarity with computers and computer applications, but need specific training in the One-Stop information products that have been developed for customer use. It is important for states and local sites to find out what One-Stop staff do and do not know before developing plans for technology training.

Examples of Training Staff to Support the Delivery of Automated Information Services

Example #1—Addressing the Need for Staff Training in Basic Computer Literacy. In Iowa, initial needs assessments showed that staff in some local areas required basic computer literacy training, including exposure to word processing and spreadsheet applications in addition to training in specific technology-based customer products. The state identified basic computer literacy as the necessary starting point to prepare staff to support the delivery of automated information services to customers. **State of Iowa**

Example #2—Preparing a Technology Curriculum for Supervisors and Direct Service Staff. After substantial investments in technology were made in Connecticut, training staff in the use of technology was identified as an important challenge. Connecticut One-Stop project staff collaborated with the agency's information technology staff to develop technology curriculum units for supervisors and local staff. For example, the state began providing staff with training in using the Internet as a tool in the job search process in the mid-1996 to coincide with the state's development of an Internet Web site. **State of Connecticut**

Example #3—Providing State Training to Ensure that Career Center Staff are Competent in Using the Internet. Although the staff of most of Massachusetts' operating career centers are already adept at manipulating on-line search tools, the state One-Stop project staff provided training in the use of the World Wide Web in an effort to ensure a minimum level of competency in using Internet search tools among staff in all the centers. **State of Massachusetts**

Strategy 2. Train Staff to Analyze and Apply Labor Market Information to Address Customer Needs

To help customers realize the potential of improved labor market information, One-Stop customer service staff need to be familiar with the available information and understand how labor market information can be applied to address the service needs of job-seekers and employers. States and local areas have developed several different ways to improve the abilities of staff to extract, manipulate, and apply labor market information in serving One-Stop customers, including the following:

- Providing formal training to local One-Stop staff on how to use labor market information.
- Designating state or regional staff as labor market specialists and assigning these staff to help customers and support other One-Stop staff in the use of labor market information.
- Developing a self-training manual on how to provide labor market information to customers.

Examples of Training One-Stop Staff on How to Use Labor Market Information

Example #1—Providing a Week-Long Staff Development Session on How to Use Labor Market Information. The Ohio Bureau of Employment Services' Labor Market Information Division operates a Professional Development Institute. The Institute has developed a week-long training curriculum for One-Stop center staff on how to use labor market information. The curriculum involves hands-on practice using case study examples. **State of Ohio**

Example #2—Hosting a Statewide Conference and Providing On-Site Training at Local One-Stop Centers. In Minnesota, the state hosted an "LMI User's Conference" to acquaint One-Stop staff with available labor market information. In addition six new regional labor market analysts conducted a number of LMI training sessions for One-Stop staff on how to use career and occupational information software customized for the local area. **State of Minnesota**

Example #3—Developing a Self-Training Manual. The state of Indiana has developed a guide to assist One-Stop customers and staff in using labor market information. **State of Indiana**

Strategy 3. Train Staff to Carry Out Other Integrated One-Stop Service Functions

A number of states and local sites have re-engineered one or more customer services, such as intake, case management, and assessment, as integrated One-Stop services. Sites that provide integrated services using staff and funding from a variety of different agencies and categorical funding streams need to train staff to provide the new shared services in a consistent way. Examples of functions that different states and local sites have developed as integrated One-Stop services include receptionist, intake counselor, career counselor, resource area specialist, assessment specialist, job placement counselor, and employer services representative.

Some sites have developed formal training curricula and certification procedures to ensure that One-Stop staff are prepared to carry out shared One-Stop service functions. Other sites have developed less formal training programs. The level of formality needed in training staff for integrated One-Stop functions depends on the size of the One-Stop staff, the number of different staff carrying out a given function, the complexity of the function, and whether individual One-Stop staff are assigned to provide the services on a full-time or part-time basis.

Examples of Training Staff to Carry Out Other Integrated Service Functions

Example #1—Statewide Training for Resource Area Specialists. Perhaps the most intensive training design is a 16-day curriculum developed by the Maryland Institute for Employment and Training Professionals to train designated individuals to function as “resource area specialists” within local One-Stop centers. **State of Maryland**

Example #2—Statewide Training and Certification of Resume Writers.

In Connecticut, a formal training curriculum was developed to prepare and certify staff from all 19 Job Centers as “resume writers.” Training staff in resume writing skills was seen as particularly important in this state because of the advent of new technologies such as America’s Talent Bank, in which job seekers can post their resumes electronically. **State of Connecticut**

Example #3—In-House Training of Staff Working at the Reception

Desk. At the Wood County Resource Center, several staff share responsibility for staffing the reception desk. Because most One-Stop partners are present at the center only part-time, it is important for receptionists to be able to conduct intake, identify customer needs, and refer customers to partner agencies at their home sites. Formal training sessions were used to ensure that receptionists could provide accurate information to One-Stop customers. **Bowling Green, Ohio**

Example #4—In House Training of Staff to Carry Out Shared

Assessment Function. In the Des Moines, Iowa, Workforce Development Center, staff from a number of different agencies have agreed to help staff an integrated One-Stop assessment center. The community college that took the lead in developing the assessment center is preparing a formal curriculum to train other staff to work as assessment specialists. **Des Moines, Iowa**

GOAL 5. TRAIN MANAGERS IN THE NEW SKILLS NEEDED IN THE ONE-STOP SETTING

One-Stop managers need special skills to promote and oversee customer-oriented services within integrated One-Stop systems. States and local areas have found that managers often need training in the following areas:

- Maintaining the information infrastructure to support technology-based customer services and One-Stop management tools and information-sharing procedures.
- Marketing One-Stop services to individual and employer customers, as well as to the general taxpayer public and elected officials.

- Measuring customer satisfaction and using performance data to support continuous improvement efforts.
- Generating One-Stop revenues and allocating One-Stop costs.

Examples of Training Managers in the Skills Needed to Promote and Oversee One-Stop Centers

Example #1—Developing a Menu of Training Offerings for Managers.

The state of Indiana has developed a broad menu of staff development offerings. Training designed for One-Stop managers includes training in leading meetings, solving problems, and communicating effectively. **State of Indiana**

Example #2—Training Local One-Stop Managers How to Design Performance Measures and How to Analyze Performance. In Connecticut, the state trained local One-Stop staff how to design supplementary performance measures and how to analyze local performance on both state-mandated and locally-initiated performance measures. **State of Connecticut**

Example #3—Training One-Stop Managers on Fiscal Issues. A critical skill for managers in the current One-Stop environment is how to use funds from multiple categorical funding streams to support the delivery of integrated One-Stop services. In Texas, a round of regional training conferences planned at the time of the evaluation site visit focused on funding and financial management issues for One-Stop center managers. **State of Texas**

RESOURCES

The following written materials have been drawn from the nine states included in the national process evaluation. Materials were collected at the time of the evaluation site visits.

EXAMPLES OF ASSESSING TRAINING NEEDS

Attachment 5-A. Summary of State of Indiana Core Competencies Project

Attachment 5-B. Wisconsin's Model for One-Stop Capacity Building (1995)

EXAMPLES OF DEVELOPING TRAINING CURRICULA FOR STAFF AND MANAGERS

Attachment 5-C Description of Workshops at Minnesota Training Conference for Labor Market Information Users (1996)

Attachment 5-D. Connecticut's Three-Year Plan for Staff Development Services (1995-1997)

Attachment 5-E. Maryland Institute for Employment and Training Professionals' CareerNet Capacity Building Plan (1996)